

Chidekel PSYCH

Sam: Okay. Um, so what does it take to get a uh extra time on exam extended time accommodations?

Chidekel: Oh, there's different ways to go about it parents apply for it or kids apply for it and having a history of having been accommodated it's usually part of the application so kids who've had accommodations for a long time and some children I understand are able to get the accommodations based upon that history. You know, some of this is hearsay, but when they're coming to me, it's because the college board or the ACT requires a comprehensive assessment to demonstrate that the person has a particular disorder that the symptoms are interfering with their ability to demonstrate their knowledge base in a standard condition and that with the accommodation that has been requested they're able to demonstrate more of a knowledge base.

Sam: So, the evaluation that you put the students through to determine this. Can you just I mean obviously I'm not a psychologist but can you just kind of maybe give me the quick rundown of what that would entail?

Chidekel: Well, it depends on what the nature of the disability is to some degree. There's cognitive testing, aptitude, and IQ testing and I mean, those are all the same thing. Then there's specific types of cognitive testing that are not part of an IQ battery subcomponents of attention and something referred to as executive functioning which has a lot of meanings, you know, the ability to organize yourself and move yourself forward and relation to different demands and there's achievement testing in standard conditions

and then often when with an accommodation provided and then depending on the nature of the impediment, there's a psychological testing that's more or less comprehensive.

Sam: So how widespread would you say diagnosis in a diagnosis of like say ADHD or anxiety the typical things that are not typical, but the thing is some of the things that popped up in the Scandal as far as they got diagnosed with it. So, they got extended time how common or widespread do you think that that is throughout the school?

Chidekel: How many people have ADHD and anxiety that's too broad of a question and I don't know you could probably get that by researching but I have no idea. I mean the nature of my practice is people call me when there are problems. So, I don't have a random sample of people who just come to see me and some of them are impacted and some aren't.

Sam: Do you know if you have any idea of extra time on these exams make significant difference?

Chidekel: For the kids who need it and for whom it's justified it does. It's kind of, you know, kind of like saying do you think that people who need glasses it makes a difference for them to have it. They're glasses. Yeah so, the people who can't process things quickly or for various reasons who require more time to think through and generate their responses for a variety of different reasons that justifies that. Then the idea of the extra time is that it levels the playing field and it lets everybody with a knowledge base demonstrated without some sort of impediment that theoretically has nothing to do with what they know.

Sam: Okay. Gotcha. Could I have your professional guess at how many about whether or not these diagnoses are more or less common in public or private schools.

Chidekel: I would not know.

Sam: Okay. Is there any indicator when you do these sorts of evaluations that it might show that somebody is trying to get a diagnosis in a certain way so that maybe they can receive extended time?

Chidekel: You know, I give a talk for attorneys on how to tell if a litigant is faking in a psychological or neuro psychological exam. I do expert witness work for half of my practice and I've never had a child come in and try to game it and again, that's maybe the nature of my practice. You know, I do evaluations in depth, you know, you don't do thousands of these a year. You don't have time for that. Each one takes about eight hours in my office with a young person over the course of you know, two or more days and then there's a lot of work on the back end and this isn't the only kind of evaluations that I do. So again I've never seen a child try to fake an exam and I would know not only because we have certain measures that we give to assess that but when the pattern of findings doesn't make sense, you have to understand how brains work to really be good at faking an exam and even then people who would be training like that can see things that don't make sense. They just don't hang together.

Sam: So, have you ever had to request that one of your patients receive extended time or send in one of those requests to college board.

Chidekel: I don't do the application for it. I provide the evaluation. So,

whoever's sending that in does it and if it's warranted and I find that then that's included in my report but it's either the parent or the school that sending it into the board.

Sam: Okay, perfect. I think that might be all of the questions. I know that I did ask you this one before but this time I guess I can kind of like narrow it down here out of the students that come to you. Do you notice that more of the kids are from public schools or from private school are coming to try and get these sorts of accommodations?

Chidekel: I think I have no idea, but you have to hear something. There are so many variables to consider that these are expensive evaluations and I don't take insurance. So, I may end up seeing a greater proportion of private school kids in my practice because they are better able to afford to pay for it. So, to say to use my metric wouldn't really be a representative sample of kids.

Sam: Gotcha. Okay. Thank you so much for your time.

Chidekel: Yeah. Yeah. Good luck. Enjoy your process.